

SIR07 User Guide

Doing it Right

Industry requirements for implementing retail qualifications in the Retail Services Training Package (SIR07)

Retail Services Training Package



Training people well in the retail industry

Foreword

The retail industry needs highly skilled workers.

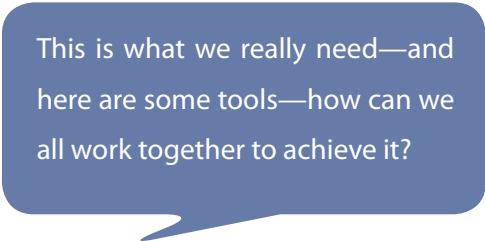
This User Guide *Doing it Right* has been developed by Service Skills Australia and sets out industry views and expectations about the training and assessment requirements in the retail industry. It should be used in conjunction with the endorsed SIR07 Retail Services Training Package. This document is applicable to the retail qualifications in the Retail Services Training Package. A separate document exists for the Community Pharmacy qualifications in the Retail Services Training Package.

It offers trainers and assessors easy access to a useful resource with information and practical strategies that will assist them in ensuring good practice in skills and knowledge development.

It also sets out industry expectations that will inform policy makers and auditors.

Industry also has its part to play in ensuring quality outcomes and effective skills development. It is the responsibility of industry to facilitate quality work placement and be pro-active in advising the trainers that deliver the training programs and develop staff.

The key message from industry is:



This is what we really need—and
here are some tools—how can we
all work together to achieve it?

Ian Blandthorn, Chair
WRAPS Industry Advisory Committee
Service Skills Australia

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Industry requirements

This User Guide is a series of 'good practice' fact sheets. These information sheets identify and explain the key skills and knowledge development objectives for the retail industry. They also suggest tools and ideas to assist employers, registered training organisations (RTOs), assessors and trainers to work with the training package and develop industry ready graduates.

The following topics are covered:

- Training driven by industry demand
- Work ready graduates
- RTOs with realistic programs and business models
- Selection and training of people suited to the job
- Integrated and contextualised training and assessment practice
- Robust assessment of skills and knowledge
- Qualified trainers and assessors
- Additional advice for SIR07 Retail Services Training Package users

Over time, the suite of tools and resources available on the Service Skills Australia website will include more free sample tools and ideas that will enable RTOs to work with industry to develop quality training outcomes.

Tools and resources

For all tools and resources, go to **www.serviceskills.com.au**

Industry wants...

Training driven by industry demand

The retail industry values the retail qualifications in the SIR07 Retail Services Training Package and needs RTOs to focus on quality delivery of those qualifications so that the training plans match the jobs on offer.

Priority areas and skills shortages

At a fundamental level, the retail industry needs the people coming out of training to have skills that match the jobs on offer.

Demand is more complex than a simple numbers game. It is about the right people with the right skills for the right jobs at the right time. It is as much about existing workers as it is about new entrants. It is about balancing present needs with future directions.

There are large numbers of skilled and experienced existing workers who lack formal qualifications at all levels in the retail industry.

As an area of small, medium and large business, the retail industry also needs supervisors, managers and employers with strong team leadership and business skills. RTOs are encouraged to offer supervision, business and retail management skills training via units in the Certificate SIR30207 III in Retail, SIR40207 Certificate IV in Retail Management and the SIR50207 Diploma Retail Management.

New entrants

The retail industry has long been a sector that provides the first experience of employment, with many people citing retail as their first job. For a large number of young people, retail is a part time, transient occupation while studying for a career in other areas. A significant number, however, go on to make a career in retail, progressing through the many areas that are covered by the industry.

Retail industry employers are keen to engage with new industry entrants who have the life skills and attitudes that are suited to a customer service industry and then train them via a traineeship pathway.

Ideal applicants to train for frontline retail positions are described as:

- having done some research on the industry
- having some experience in a customer service environment
- able to demonstrate team skills through other employment, volunteering or sport
- outgoing
- having a good command of English and strong communication skills
- having basic numeracy skills and
- fit enough to cope with a job that is performed over long hours on their feet.

Industry wants...

Work ready graduates

All employers want people with great technical and customer service or sales skills, people who can think for themselves and solve problems while still following the key rules and procedures, people who can work quickly and efficiently—and of course, people who can keep learning and developing with the business.

Developing an employable person

It is industry's view that employable people can only come from training and assessment that actually reflects the workplace. This requires:

- Training and assessing in the appropriate physical environment (as per each unit of competency and the assessment guidelines).
- Adequate up-to-date equipment and technology to reflect current industry practices.
- Speed and timing for tasks typical for a commercial operation.
- Productivity to reflect industry expectations.
- Integration of multiple tasks and application of multiple competencies simultaneously.
- Dealing with multiple and varied customers and team members.
- Interruptions to work, which are typical of the workplace.
- Dealing with multiple and varied problems in given timeframes.
- Integration of health and safety issues, employability skills and compliance demands.
- Sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tasks simultaneously.

Developing retail people from entry level through to management job roles

The suite of retail qualifications in the SIRO7 Retail Services Training Package have been carefully constructed to train work ready graduates for a range of key industry job roles. Whilst the core and elective structure of qualifications vary there are a broad range of complex skills that employers expect to see demonstrated by employable job applicants from Certificate II to Diploma. RTOs should work with industry to offer work-integrated and project-based learning that develops graduates who are ready for work.

In order to meet retail industry requirements RTOs should ensure that graduates of each qualification are able to apply skills and knowledge gained to the level of complexity described in the employability skills summary for each qualification. These summaries may be found in the qualifications section of the SIRO7 Retail Services Training Package.

Funding models are not delivery models

Nominal training hours are allocated to individual units of competency in the purchasing, mapping or implementation guides which are developed by some state training authorities. Nominal hours are not always the same across states and territories. Some states use nominal hours to fund training.

Industry has some particular views about nominal hours and their interpretation:

- While acknowledging the implications of nominal hours for RTOs, the focus for employers is wholly on the training outcomes.
- Industry takes the view that competency cannot be achieved without a holistic work integrated approach to learning and assessment, along with sufficient practice and workplace application— well outside the restrictions of nominal hours.
- Attempting to achieve outcomes for institutional learners, without effective work integration strategies and the proper allocation of time, is clearly not achievable.

The retail industry will actively support RTOs who develop innovative ways of addressing resource challenges in order to achieve quality industry relevant outcomes.

Industry also strongly believes that an RTO should only offer programs where it can successfully meet those challenges—both for the sake of individual students and for the industry more broadly.

Minimum learning and assessment hours

Minimum learning and assessment hours as defined by the retail industry are not related to course funding. They are an industry minimum based on a composite of structured (or formal) learning and assessment plus workplace integration of skills and knowledge.

This composite figure includes nominal hours allocated to units of competency in state or territory implementation, purchasing or mapping guides plus the additional recognition of the time taken to integrate retail skills and knowledge in a workplace context.

Retail industry expectations regarding minimum learning and assessment hours for all units in the retail qualifications SIR07 Retail Services Training Package are set out in the section headed *Additional advice for SIR07 Retail Services Training Package Users* at the rear of this guide.

Registered training organisations with realistic programs and business models

Being realistic about what can be achieved

Achieving quality outcomes from any training depends on everyone making an honest and realistic assessment of what can be achieved in a given set of circumstances.

- Some employers may not be able to provide the required range of experience for an individual undertaking a particular retail qualification—arrangements need to be put in place to address this.
- An RTO may not have the required resources (or external access to required resources) to support delivery of particular qualifications. Resources might include high cost retail technology, an adequate supply of teachers with current and relevant experience or access to retail workplaces.

Selecting and training people who are suited to the job

RTOs and others in the training system have an obligation to enrol individuals in programs where they expect successful outcomes and have a real chance of employment. While ‘pre-training’ evaluation of what a person will achieve after training is unfair, quality RTOs have always had tools to select appropriate students.

There is an industry expectation that the training system will:

- provide appropriate counselling to prospective students to guide them towards programs that maximise their chances of success
- have in place a range of customised selection tools and processes that reflect the needs of particular industry sectors and
- provide an accurate picture of the industry and its working conditions to assist potential students make informed choices.

The retail industry believes effective selection processes will mean that RTOs are more likely to enrol students:

- In a way that recognises the diversity of industry roles. For example: the pre-existing art and design aptitudes and skills needed by a visual merchandiser are quite different to those required by a customer service operator.
- With the general attributes and attitudes needed to work in customer service. For example: interpersonal communication skills for frontline service roles.
- In the appropriate level of qualification, in particular acknowledging when students might not be ready to undertake ‘higher-level’ qualifications.
- With the requisite life or work experience and / or maturity (not always related to age) to take on the particular role reflected in the qualification. For example: a retail manager responsible for leading teams. There is no point in enrolling a student with a part time job as a sales assistant in a retail management qualification.
- With the required level of language and literacy skills, not just to do the job, but also to undertake the required learning.

Tools

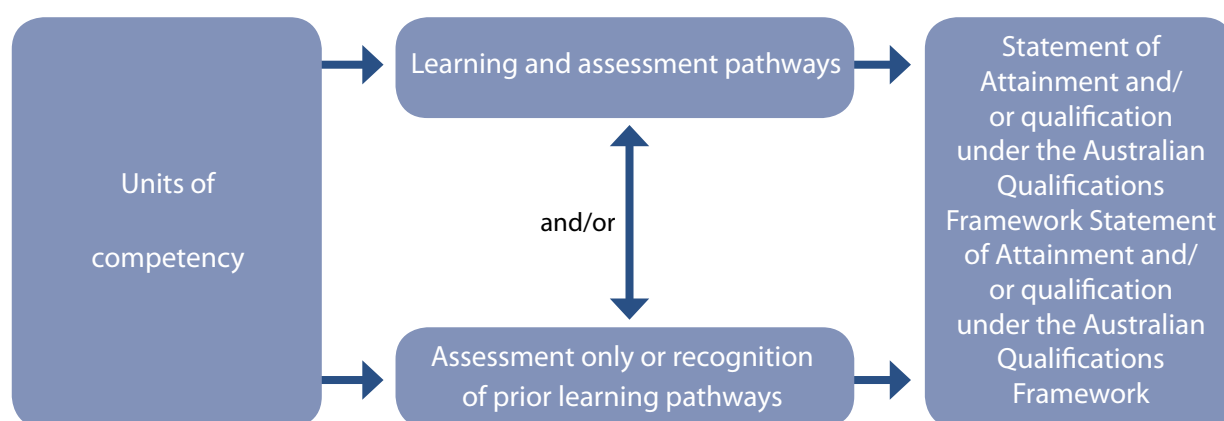
Go to **www.serviceskills.com.au** to download a range of good practice selection tools.

Preferred delivery pathways

The competencies in this training package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience or
- any combination of the above.

Assessment under this training package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram from the SIR07 Retail Services Training Package.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

The retail industry strongly supports the formative development of skills via work integrated learning. Certificates II and III in Retail are preferred via a traditional traineeship model which combines off and on the job delivery.

For visual merchandisers, most training is in a pre-employment context, however, quality providers integrate significant on the job retail visual merchandising experience, via work placements at different intervals throughout the diploma.

Management qualifications are best gained by project based approaches to real workplace management experiences.

The retail industry has a clear expectation that learners in institutional programs are provided with access to workplace experience directly related to the skills contained in the qualification for which they are studying.

VET in schools

Supporting school students to achieve vocational skills

In some industries, Certificate I and Certificate II qualifications are regarded as 'pathway' qualifications or as preparatory study—and all stakeholders accept that those qualifications do not reflect particular job outcomes. The SIR10107 Certificate I in Retail is a pre-employment qualification.

The SIR20207 Certificate II in Retail has been recognised as suitable for an Australian Apprenticeship pathway with real work outcomes, and is appropriate for VET in Schools delivery.

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail fast food outlets. Individuals may work with some autonomy or in a team but usually under close supervision.

The retail industry strongly encourages any school considering the delivery of the Certificate II in Retail to carefully assess its planning and resource capacity to provide quality work integrated learning experiences that will achieve the outcomes industry needs.

Existing workers

For many years and across multiple sectors, the retail industry has needed a greater focus on skills development and recognition for existing workers. There are two key imperatives:

- Much more effective Recognition of Prior Learning (RPL), so that experienced workers are able to:
 - Achieve qualifications when they already have the skills.
 - Identify gaps and opportunities to gain new skills.
- Effective existing worker training for a whole range of skills that are a priority for the industry's prosperity.

Both of these call for creative, innovative approaches by RTOs, that move beyond the way that training for retail has traditionally been provided.

Innovation and responsiveness

Technologies change, new markets emerge, different business models are created. Anecdotes abound about the inability of training to keep up with current industry practice. This represents a real challenge for RTOs and needs constant monitoring.

Some of the things that industry considers vital in achieving quality outcomes are:

- Effective integration of off-the-job learning with on-the-job learning and experience.
- An ability and willingness to adjust programs quickly, and have the systems in place to support this. For example, frequent systemic checks for currency and ongoing professional development for trainers and assessors that is retail specific.
- Innovative ways of providing student access to the latest retail technologies.
- Regular and frequent updating of resources used to support training.
- Regular contact with and involvement in the activities of the key industry associations that are able to provide 'on-the-ground' intelligence about changing trends and needs.

Perhaps most importantly, industry wants to feel confident that the training system has clear and current data about what is needed, and that it can respond to those needs quickly and creatively.

Tools

Go to **www.serviceskills.com.au** to download:

- RTO Self Assessment Checklist: how responsive are we to industry demand
- Industry Association Contact List

Industry wants...

Integrated and contextualised training and assessment practices

When developing delivery and assessment strategies for retail units of competency leading to qualifications, RTOs must refer to the Assessment Guidelines of the SIR07 Retail Services Training Package for guidance on an appropriate delivery and assessment environment.

Integrated delivery

The retail industry supports the integrated delivery and assessment of units of competency as this reflects real work practices.

An integrated delivery approach brings together a number of units of competency that reflect actual workplace requirements. For example, an employee working in a retail workplace would complete a number of interrelated customer service, administration and technical tasks together, not simply one individual task at a time or in a set sequence. Integrating the development of skills and knowledge with their application in the workplace requires a structured approach that encourages students to participate in and actively contribute to their own learning.

An integrated assessment activity would be designed to collect evidence for a number of units together, rather than designing one assessment activity for each individual unit, or for individual elements and performance criteria.

Tools

Go to **www.serviceskills.com.au** to download sample integrated delivery tools.

On the job learning

Where an RTO conducts all or part of its delivery in an industry setting, the RTO must also ensure that all stated criteria are met in order to satisfy the assessment requirements of the training package.

RTOs should be aware of state/territory legislative requirements and their own responsibilities under the AQTF when trainees undertake structured learning in the workplace.

Placing Institutional Learners with Host Employers

RTOs should also be aware of state/territory legislative requirements and their own responsibilities when placing institutional learners with host retail industry employers for the purpose of training.

For example, a full time Diploma of Visual Merchandising student may be placed with a host employer as part of a training program.

RTOs should always provide retail business owners/managers with support material to assist in structured, demonstrable training for the learner. Host employers should be aware of the performance already achieved by the learner and their level of proficiency.

Employers and host employers should also be aware of the RTO expectations regarding the type of in store tasks a learner would be undertaking as part of their training. It is recognised that learners placed in retail stores as part of their training benefit most when:

- the skills to be learned are clearly specified and agreed to in writing and
- a workplace supervisor is assigned to guide and oversee learners' progress.

For each placement RTOs:

- Should provide employers and host employers with an indication of the level of expertise of the learner and the specific performance outcomes that are expected from the store training.
- Must also provide learners with a clear understanding of the on-the-job training they will receive and the expectations of the host employer and the RTO.
- Should be able to provide evidence of a sample work placement tool which maps the formative development of skills over a number of placements integrating on and off job delivery and the formative and summative assessment of all units required to achieve the particular qualification as expressed in the SIR07 Retail Services Training Package.
- Review the plan regularly in conjunction with the placement business and the learner to determine the learner's progress and to identify any issues which may impact on successful delivery of the qualification.

Tools

Go to **www.serviceskills.com.au** to download online tools for planning and recording structured on-the-job learning and work placements.

Industry wants...

Robust assessment of skills and knowledge

Specific training package requirements

The retail industry requirements for quality assessment are now much more clearly articulated in the SIR07 Retail Services Training Package—both in individual units of competency and in the assessment guidelines. RTOs must adhere to these requirements. Below is a summary of key points that reflect industry's priorities.

Job roles over ticks, flicks and atoms

- The retail industry believes that quality assessment relies on qualified assessors making professional judgments about the ability of an individual to undertake a job role.
- From an industry perspective, this approach is much more effective than assessment processes which place too much focus on checklists and specified quantities of evidence for individual elements or performance criteria.

Knowledge and skills

- 'Old-style' chalk and talk training with a focus on written tests to assess knowledge does not meet industry requirements for competent work ready graduates
- Assessment that focuses only on just what you can see a person do is also not appropriate—for example, assessment checklists that only include elements and performance criteria do not support effective assessment
- A key component of competency is knowledge—understanding why it is important to wash your hands when handling food, or the reason why there is a need to rotate stock, makes for more valuable employees
- Units of competency provide clear guidance on the scope and depth of skills and knowledge required to achieve competency (how much detail about legislation does a frontline employee need, what sorts of problems should they be able to solve without help)—and these must be integrated to reflect the reality of the workplace.

Simulations as part of assessment

The retail industry places a premium on skills and knowledge that can be demonstrated in a real workplace environment. While assessment of some of the units of competency in SIR07 Retail Services Training Package can be carried out in a simulated work environment, the industry strongly recommends that assessment is conducted in the workplace, wherever possible.

Assessment of competency requires the collection of evidence and this should be conducted over a period of time. This assessment approach may include demonstration at the workplace and/or a simulated work environment to ensure that the demonstration of competency is valid and reliable. The individual being assessed needs to be aware that the collection of evidence is ongoing and must be part of the planning, conduct and review of the assessment process.

Context of delivery and assessment

All units identify resource requirements appropriate to the unit, including reference to 'a real or simulated work environment'. This is defined as an environment that simulates the real workplace in its function and operation and provides access to a broad range of customers and relevant products. This includes adherence to retail policies, procedures and a range of stock and equipment.

A simulated work environment may be required for the following reasons:

- the learner may not have access to a workplace
- the workplace may not use the relevant skill, equipment or process
- conducting assessments may be disruptive or interfere with work
- requirements, e.g. there may be ethical, privacy or confidentiality issues to consider; or
- it may not be appropriate to apply the skills in the workplace due to potential risks to such things as health and safety, or to equipment being damaged.

In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience.

It is critical that when a simulated work environment is being set up, the assessor is thoroughly familiar with the competency standard as well as experienced in the current circumstances and environment of the workplace.

In deciding whether a simulation or an assessment environment has been adequately set up, the following criteria must be applied where relevant to the requirements of the unit being assessed:

- Provide access to the full range of up-to-date equipment and software that would generally be available in a modern retail or wholesale workplace.
- Stock a comprehensive product range that will support the development and demonstration of the full range of skills and knowledge described in SIR07 Retail Services Training Package.
- Provide sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple retail services tasks simultaneously.
- Require that candidates perform sales, services or tasks within timeframes that reflect accepted industry service times.
- Involve candidates in prioritising competing tasks.
- Allow candidates to deal with customers, including difficult ones.
- Require candidates to work with others in a simulated team, which would typically include sales assistants or other retail services operational staff, supervisors and managers.

Supporting integrated training delivery and assessment

As a general principle, the retail services industry supports the integration of units of competency for assessment, where practical, as this reflects real work practices.

An integrated approach to assessment brings together a number of units of competency which reflect actual workplace requirements. For example, an employee working in a retail office would complete a number of interrelated clerical and administrative tasks together, not simply one individual task at a time. An integrated assessment activity would be designed to collect evidence for a number of units together rather than designing one assessment activity for each individual element of performance criteria.

Where both training and assessment are required, the industry supports an approach which provides for off-the-job training combined with assessment of the application of skills and knowledge in a real work situation.

The Retail Services Training Package defines on-the-job assessment as that assessment which occurs in the workplace as part of the normal operation of the business.

The Retail Services Training Package defines off-the-job assessment as that which occurs away from the normal operation of the business, including, for example, assessment which may occur in the workplace but not under normal industry working conditions. The industry considers it important that candidates should have the opportunity to develop competency in structured learning programs, which includes assessing in the workplace whenever possible.

Where an integrated competency assessment approach is implemented at Certificate II and above, it would be expected that several integrated competency assessments would be necessary to cover the breadth and complexity of the qualification.

The context of the assessment, the role of the candidate and the complexity of the task will influence how many units of competency will be integrated.

Following is an example of integrated competency assessment within the training package building on the concepts outlined above.

Within each qualification, there are units of competency which are interrelated and which a candidate would naturally complete as part of their job function.

For example, units:

SIRXICT001A Operate retail equipment

SIRXCCS001A Apply point-of-sale handling procedures, and

SIRXCCS002A Interact with customers

would mostly occur together. Therefore, evidence collected for one unit may cover all or some of another unit.

The following scenario shows how an assessor undertook an observation of a candidate in the workplace interacting with a customer, operating a computer to check stock availability and price, and completing a sale. The workplace observation was the basis for the assessment and was supported by third-party reports and additional observations over a period of time. The assessor used a checklist to identify the critical aspects of evidence which was completed during the assessment activity.

SCENARIO

The candidate greeted the customer with a smile and in accordance with store policy. The candidate then inquired as to the needs of the customer, and if she could be of any assistance. The candidate used appropriate questioning and active listening to establish the needs of the customer. The candidate communicated relevant information to the customer in a courteous and pleasant manner.

The customer expressed interest in a particular item, but indicated that she was not happy with the colour. The candidate informed the customer that the other colours had been so popular that they were short on stock, but she would be happy to check their system to see if they had any left in the stock room. Using the store computer system, the candidate identified the correct code, and determined the number of items bought and any remaining stock that had not yet been put on the shop floor. She identified that they did have one left in stock and that it was the correct colour.

The candidate then found the relevant item and scanned it into the system using the electronic bar coding equipment for price labelling. She then entered transaction information into the point of sale system using a scanner and politely informed the customer of the cost of the item.

The customer tendered a debit card and the candidate processed the transaction using the EFTPOS terminal. The candidate completed the transaction after asking the customer to enter their PIN number. The candidate packed the item in a suitable bag and informed the customer that the receipt was in the bag. The candidate then thanked the customer and said goodbye in a friendly manner.

This example highlights how units of competency can be grouped together and evidence collected for all three during the one assessment activity. It is important that the assessor clearly identifies units of competency that can be grouped together to ensure an efficient and effective assessment process. Units of competency can be grouped together in a number of ways and how this is achieved will depend on the relevant units and the job function of the candidate.

Industry wants...

Qualified trainers and assessors

AQTF 2007 Essential Standards for Registration

The Australian Quality Training Framework 2007 *Essential Standards for Registration* specify the requirements to be met by RTOs throughout their period of registration. The National Quality Council is responsible for determining the training and assessment competencies to be held by trainers and assessors in accordance with Element 1.4 of the standards.

All trainers and assessors of the SIR07 Retail Training Package must meet the requirements of Standard 1.4 as determined by the National Quality Council on 29 March 2007.

Tools

In order to access the current determination of the National Quality Council relating to the qualifications of trainers and assessors go to **www.training.gov.au** and follow the links to download the User's Guide to the Essential Standards for Registration.

Additional retail industry requirements for trainers and assessors

The following extract from the SIR07 Retail Services Training Package outlines industry requirements for assessors.

“To satisfy the requirements of the AQTF, in addition to the mandatory units of competency in assessment, assessors must have the relevant vocational competencies they are assessing.

For the retail services industry, vocational competence means that assessors have recent, relevant industry experience to fully understand a range of workplace requirements and apply them to assessment.

Assessors (or at least one person in the assessment team) must satisfy the following requirements to meet industry expectations of vocational competence:

- a) Demonstrate current knowledge and experience of the industry, industry practices, and the job or role against which performance is being assessed.
This may be demonstrated through at least one of the following:
 - actual workplace experience within the last two years
 - attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies
 - participation in professional or industry networks.
- b) Demonstrate current knowledge and skill in assessing against this training package in a range of contexts. This may be demonstrated through at least one of the following:
 - familiarity with the units of competency in this training package to be used by the learner as a basis of assessment
 - recent planning, conduct and review of assessment and/or workplace training activities in a retail context
 - participation in moderation or validation processes and
 - attendance at professional development activities focused on assessment and/or workplace training.
- c) Demonstrate the necessary interpersonal and communication skills required in the assessment process. This may be demonstrated through evidence of one or more of the following:
 - attendance in professional development and/or training activities focused on effective communication in assessment and/or workplace training contexts
 - knowledge of language, literacy and numeracy issues in the context of assessment and workplace training and
 - recent assessment and/or workplace training activities.
- d) All assessors who are engaged in assessing against this training package must be either:
 - employed by an RTO, or
 - acting in partnership with an RTO where the assessor is working in an enterprise with a partnership arrangement with a private or public RTO.

This training package provides a range of options for meeting these assessor requirements. Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.”

Additional advice for SIR07 Retail Services Training Package users

Minimum learning and assessment hours

Minimum learning and assessment hours as defined by the retail industry are not related to course funding. They are an industry minimum based on a composite of structured (or formal) learning and assessment plus workplace integration of skills and knowledge.

This composite figure includes nominal hours allocated to units of competency in state or territory implementation, purchasing or mapping guides plus the additional recognition of the time taken to integrate retail skills and knowledge in a workplace context.

Retail units

The following table sets out the retail units in the SIR07 Retail Services Training Package and their retail industry recommended minimum learning and assessment hours.

Code	Unit title	Minimum learning and assessment hours
Retail units		
SIRRFSA001A	Apply retail food safety practices	40
SIRRFSA002A	Monitor food safety program	35
SIRRIND001A	Work effectively as a visual merchandiser	30
SIRRMER001A	Merchandise food products	25
SIRRMER002A	Pack and display meat products	25
SIRRMER003A	Prepare and display fast food items	25
SIRRMER004A	Prepare and display bakery products	25
SIRRMER005A	Produce retail visual illustrations	30
SIRRMER006A	Manufacture visual merchandising support structures	30
SIRRMER007A	Apply lettering	70
SIRRMER008A	Produce working drawings	45
SIRRMER009A	Produce perspective drawings, plans and elevations	45
SIRRMER010A	Design, construct and maintain props and merchandisers	45
SIRRMER011A	Develop concept visuals	45
SIRRMER012A	Maintain display lighting and brief lighting designers	60
SIRRMER013A	Design and produce store plans and floor layouts	90
SIRRMER014A	Manage visual merchandising projects	32
SIRRMER015A	Design merchandisers	60
SIRRMER016A	Style merchandise for photography	45
SIRRMER017A	Design and produce merchandising and in-store presentations	90

Code	Unit title	Minimum learning and assessment hours
SIRRMER018A	Develop and apply strategies for merchandising and corporate presentation	80
SIRRMER019A	Present design concepts	25
SIRRMER020A	Create and implement exhibition space	80
SIRRRPK001A	Advise on food products and services	24
SIRRRPK002A	Advise on meat products	20
SIRRRPK003A	Advise on fast food products	20
SIRRRPK004A	Advise on bakery products	20
SIRRRPK005A	Advise on seafood products	20
SIRRRPK006A	Recommend liquor products	35
SIRRRPK007A	Recommend and fit clothing or footwear products and services	35
SIRRRPK008A	Recommend jewellery products and services	35
SIRRRPK009A	Recommend toddler and baby products	35
SIRRRPK010A	Recommend home and home improvement products and services	35
SIRRRPK011A	Recommend books or newsagency services	40
SIRRRPK012A	Recommend business and leisure products and services	40
SIRRRPK013A	Hire and sell video and DVD products and services	35
SIRRRPK014A	Recommend specialised products and services	35
SIRRPOS001A	Process postal outlet transactions	35
SIRRPOS002A	Handle mail received in a retail environment	20
SIRRPOS003A	Deliver mail in a retail environment	20
SIRRPOS004A	Handle customer interviews and applications	35

Cross-sector units

The following table sets out the cross-sector units in the SIR07 Retail Services Training Package and their retail industry recommended minimum learning and assessment hours.

Code	Unit title	Minimum learning and assessment hours
Cross-Sector units		
SIRXADM001A	Apply retail office procedures	20
SIRXADM002A	Coordinate retail office	35
SIRXCCS001A	Apply point-of-sale handling procedures	20
SIRXCCS002A	Interact with customers	30
SIRXCCS003A	Coordinate interaction with customers	35
SIRXCCS004A	Develop business to business relationships	40
SIRXCCS005A	Manage business customers	40
SIRXCCS006A	Maintain business to business relationships	35
SIRXCLM001A	Organise and maintain work areas	20
SIRXCLM002A	Manage store facilities	25
SIRXCOM001A	Communicate in the workplace	40
SIRXEBS001A	Acquire and retain online customers	50
SIRXEBS002A	Manage retail brands online	50
SIRXEBS003A	Manage and promote business to business e-commerce solutions	40
SIRXEBS004A	Select an e-business model	50
SIRXFIN001A	Balance point-of-sale terminal	20
SIRXFIN002A	Perform retail finance duties	25
SIRXFIN003A	Produce financial reports	35
SIRXFIN004A	Manage financial resources	35
SIRXFIN005A	Manage operations to budget	60
SIRXFIN006A	Manage prices	50
SIRXGLC001A	Monitor compliance with legal and legislative requirements affecting business operations	50
SIRXGLC002A	Establish compliance with legal and legislative requirements	50
SIRXGLC003A	Comply with legislative requirements affecting business activities	30
SIRXHRM001A	Administer human resources policy	35
SIRXHRM002A	Recruit and select personnel	35
SIRXICT001A	Operate retail technology	20

Code	Unit title	Minimum learning and assessment hours
SIRXICT002A	Use computers as part of business and e-commerce processes	35
SIRXICT003A	Operate retail information technology systems	35
SIRXICT004A	Adopt mobile commerce applications to improve sales and service	50
SIRXIND001A	Work effectively in a retail environment	45
SIRXINV001A	Perform stock control procedures	35
SIRXINV002A	Maintain and order stock	35
SIRXINV003A	Plan inventory levels	45
SIRXINV004A	Buy merchandise	50
SIRXINV005A	Control inventory	40
SIRXINV006A	Develop purchasing strategies	40
SIRXMER001A	Merchandise products	30
SIRXMER002A	Coordinate merchandise presentation	35
SIRXMER003A	Monitor in-store visual merchandising display	35
SIRXMER004A	Manage merchandise and store presentation	35
SIRXMER005A	Create a display	35
SIRXMER006A	Present products	45
SIRXMER007A	Demonstrate merchandising and category presentation skills	90
SIRXMGT001A	Coordinate work teams	35
SIRXMGT002A	Maintain employee relations	35
SIRXMGT003A	Lead and manage people	35
SIRXMGT004A	Analyse and communicate information	80
SIRXMGT005A	Set strategic plans	80
SIRXMGT006A	Initiate and implement change	150
SIRXMPR001A	Profile a retail market	35
SIRXMPR002A	Provide marketing and promotion program support	30
SIRXMPR003A	Conduct telemarketing	35
SIRXMPR004A	Market products	40
SIRXMPR005A	Seize a business opportunity	35
SIRXMPR006A	Manage promotional activities	50
SIRXMPR007A	Devise a strategic marketing plan	80
SIRXMPR008A	Implement advertising and promotional activities	45
SIRXOHS001A	Apply safe working practices	20

Code	Unit title	Minimum learning and assessment hours
SIRXOHS002A	Maintain store safety	35
SIRXOHS003A	Provide a safe working environment	35
SIRXPRO001A	Maximise sales of branded products	45
SIRXPRO002A	Implement product recalls	30
SIRXPRO003A	Review product or service performance	50
SIRXPRO004A	Maximise product sales and market share	50
SIRXPRO005A	Manage distribution processes	50
SIRXPRO006A	Forecast product performance	30
SIRXPRO007A	Improve supply and distribution chains	80
SIRXPRO008A	Access product and service performance data	30
SIRXQUA001A	Develop innovative ideas at work	35
SIRXQUA002A	Lead a team to foster innovation	35
SIRXQUA003A	Create an innovative work environment	35
SIRXQUA004A	Set up systems that support innovation	35
SIRXQUA005A	Maintain operational quality and productivity	40
SIRXQUA006A	Benchmark and continuously improve operational quality	60
SIRXRPK001A	Recommend health and nutritional products	25
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services	25
SIRXRSK001A	Minimise theft	20
SIRXRSK002A	Maintain store security	20
SIRXRSK003A	Apply store security systems and procedures	35
SIRXRSK004A	Control store security	35
SIRXSLS001A	Sell products and services	20
SIRXSLS002A	Advise on products and services	30
SIRXSLS003A	Coordinate sales performance	35
SIRXSLS004A	Build relationships with customers	35
SIRXSLS005A	Manage sales and service delivery	35
SIRXSLS006A	Lead a sales team	30
SIRXSLS007A	Train sales team members	35
SIRXSLS008A	Develop a sales strategy	60
SIRXSLS009A	Manage sales teams	35

Imported units

The following tables set out the units imported from other training packages into the SIR07 Retail Services Training Package and their retail industry recommended minimum learning and assessment hours.

Code	Unit title	Minimum learning and assessment hours
Imported Units		
CUF01	Film, TV, Radio and Multimedia Training Package	
CUFMEM06A	Design a multimedia product	50
CUFMEM14A	Create, manipulate and incorporate 2D graphics	25
CUV03	Visual Arts, Craft and Design Training Package	
CUVCRS03A	Produce computer-aided drawings	50
CUVDES01A	Apply colour theory in response to a brief	30
CUVDES02A	Apply the design process to 2-dimensional work in response to a brief	50
CUVDES03A	Apply the design process to 3-dimensional work in response to a brief	50
CUVDSP04A	Research and apply the history of design to design practice	65
CUVPH105A	Use a 35mm SLR camera or digital equivalent	50
CUVVSP11A	Apply techniques to produce digital images	50
HLT07	Health Training Package	
HLTCSD306B	Respond effectively to difficult or challenging behaviour	20
ICT02	Telecommunications Training Package	
ICTCC121A	Use enterprise information systems	40
ICTCC241A	Process sales	30
ICTCC320A	Use multiple information systems	40
ICTCC341A	Provide sales solutions to customers	40
TAA04	Training and Assessment Training Package	
TAAASS301A	Contribute to assessment	10
TAAASS401A	Plan and organise assessment	10
TAADEL301A	Provide training through instruction and demonstration of work skills	40
TAADEL402A	Facilitate group-based learning	20
TAADEL404A	Facilitate work-based learning	15
TAADEL502A	Facilitate action learning projects	30
TAATAS504A	Facilitate group processes	30

Code	Unit title	Minimum learning and assessment hours
TDT02	Transport and Distribution Training Package	
TDTA1197B	Package goods	20
TDTA1297B	Pick and process orders	20
TDTA2197B	Despatch stock	20
TDTD197B	Shift materials safely using manual handling methods	20
TDTD1097B	Operate a forklift	40
TDTD1397B	Move materials mechanically using automated equipment	40
SFI04	Seafood Industry Training Package	
SFIDIST202B	Retail fresh, frozen and live seafood	20
THH02	Hospitality Training Package	
THHBKA01B	Organise and prepare food	20
THHBKA03B	Receive and store kitchen supplies	10
THHBFB09B	Provide responsible service of alcohol	10
THHBFB10B	Prepare and serve non-alcoholic beverages	15
THHBFB12B	Prepare and serve espresso coffee	30
THHGHS01B	Follow workplace hygiene procedures	15

Providing language literacy and numeracy support

Refer to the Qualifications Framework of the SIR07 Retail Training Package for advice on the level of language, literacy and numeracy required to successfully complete each qualification level.

Tools

Select from the following useful links for further information and strategies regarding providing literacy and numeracy support to learners.

Taking the Lead

www.takingthelead.com.au

The one stop shop for information and advice on developing language, literacy and numeracy skills in the service industries.

The Australian Core Skills Framework (ACSF)

www.acsf.deewr.gov.au

The Australian Core Skills Framework (ACSF) is based on the National Reporting System (NRS), a mechanism for reporting outcomes of adult English language, literacy and numeracy provision. It is primarily a tool for specialist practitioners, however, a summary has been developed to assist non-specialists to understand the essentials of performance in the core skills of learning, reading, writing, oral communication and numeracy in different contexts.

Literacy net

www.literacynet.deewr.gov.au

Literacy net provides a diverse range of links to other sites for supporting literacy and learning needs. Links are included to sites relating to Indigenous training, adult literacy, young people's needs, supporting people with a disability Adult Education Resource and Information Service (ARIS).

Service Skills Australia invites all its RTOs and other stakeholders to submit examples of good practice for inclusion in its bank of shared website resources.



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